



# Developing Managers and Leaders: Experiences and Lessons from International NGOs

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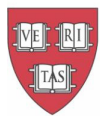
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# Developing Managers and Leaders: Experiences and Lessons from International NGOs

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A HAUSER CENTER - HHI SPECIAL REPORT  
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## ABOUT THE HARVARD HUMANITARIAN INITIATIVE

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The Harvard Humanitarian Initiative (HHI) is a university-wide center involving multiple entities within the Harvard community that provide expertise in public health, medicine, social science, management, and other disciplines to promote evidence-based approaches to humanitarian assistance. The mission of the Initiative is to relieve human suffering in war and disaster by advancing the science and practice of humanitarian response worldwide. Harvard Humanitarian Initiative fosters interdisciplinary collaboration in order to:

- Improve the effectiveness of humanitarian strategies for relief protection and prevention;
- Instill human rights principles and practices in these strategies;
- Educate and train the next generation of humanitarian leaders.

## ABOUT THE HAUSER CENTER FOR NONPROFIT ORGANIZATIONS

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The Hauser Center for Nonprofit Organizations at Harvard University is a university-wide center for the study of nonprofit organizations and civil society. The Hauser Center seeks to expand understanding and accelerate critical thinking about the leadership of nonprofit and non-governmental organizations through the key goals of research, education and practice. The Center's goals include:

- Research: Explore the critical questions affecting nonprofits and NGOs and widely disseminate the findings.
- Education: Support teaching about nonprofit organizations across Harvard University and development of curricula in the field.
- Practice: Connect current and future leaders with new thinking and scholarship.

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## INTRODUCTION

The origins of most international non-governmental organizations (INGOs) are rooted in an idealistic mission and a strong volunteer spirit. Over the years, these INGOs have grown larger and have become stewards of substantial financial resources. For example, World Vision International now has an annual global budget exceeding \$2 billion. INGOs' approaches have become more sophisticated and public expectations of their performance and impact have also increased. This challenges INGOs to become more professional, well-managed organizations. Many people working in INGOs today are still driven more by a sense of mission than by financial compensation. Therefore, INGOs must recruit, develop and retain high-quality staff (including good managers and leaders) while creating space for staff to fulfill their sense of mission.

This paper – a collaboration of the Hauser Center for Nonprofit Organizations and the Harvard Humanitarian Initiative – is an exploration of how INGOs approach the development of managers and leaders. It discusses the context, practice and lessons related to management and leadership development in a handful of large INGOs focused on humanitarian and development efforts. For the past decade or so, INGOs have been paying increasing attention to developing managers and leaders. This has resulted in a myriad of efforts not only within individual organizations but also across organizations (via coalitions and joint initiatives). For-profit and nonprofit academic

institutions and consulting firms also increasingly provide management and leadership development services to INGOs. This paper takes stock of some of these efforts, drawing lessons from these diverse experiences and identifying challenges for the future. It is written both for INGO staff seeking a broad, comparative view of the issues, experiences and lessons related to management and leadership development in INGOs, and for scholars and consultants seeking an understanding of management and leadership development needs and challenges in INGOs.

The paper is organized into seven sections: *first*, an overview of the methodology; *second*, an overview of the broad landscape of management and leadership development in the INGO sector; *third*, the context for management and leadership development within INGOs; *fourth*, some promising management and leadership development approaches drawn from specific INGOs; *fifth*, a discussion of common threads across various INGO experiences and emerging challenges; *sixth*, an examination of key lessons learned and priorities for the future; and, *finally*, a brief conclusion.

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1 This paper is written by Sherine Jayawickrama, Domain Manager, Humanitarian & Development NGOs at the Hauser Center for Nonprofit Organizations at Harvard University. Fifteen interviews were conducted by Israel Keys and the remainder was conducted by Sherine Jayawickrama. The author thanks Israel Keys, Peter Bell, Aviva Argote, Vincenzo Bollettino and Sasha Chriss for their comments on drafts of this paper. This paper was prepared with the generous support of The Harbor Lights Foundation.

## METHODOLOGY

Eighteen semi-structured interviews were conducted between March and July 2011 to explore the questions articulated in Annex 1. Interviewees were senior managers of human resources or organizational development at INGOs including ActionAid International, CARE USA, Catholic Relief Services, ChildFund International, Habitat for Humanity International, Management Sciences for Health, Médecins Sans Frontières USA, Mercy Corps, Oxfam America, Save the Children and World Vision U.S., and former chief executives and former/current senior managers of a few of the same organizations. Interviewees were provided with the questions in Annex 1 (on management development) prior to the interview, but most interviews went beyond responses to those questions to encompass leadership development as well. The interviewer sought to provide space for interviewees to elaborate on the areas identified as the most pressing or strategic. Most interviews were conducted by telephone, while a few were conducted in-person.

We sought a small sample of organizations that would be representative of the major operational INGOs working on humanitarian and development issues. Our sample encompasses INGOs reflecting the following characteristics: annual budgets over \$200 million; operations in more than 30 developing countries; multicultural staff cadres of both nationals and expatriates; diverse global governance structures (e.g., confederation, federation, unitary); and work requiring both technical expertise (e.g., education, health, microfinance) and management expertise.

A few limitations of the research should be noted. Since our interview sample is relatively small, it is not fully representative of the diversity (in size, focus, scope, etc.) of all INGOs. In particular, the sample is more representative of the larger, better-established INGOs in the humanitarian and

development arenas. In addition, since we interviewed only one person in several organizations, the perspectives drawn on for this paper are largely those of leaders of human resources or organizational development efforts within INGOs. To seek a more rounded view, we also included some former INGO leaders and some senior INGO staff who had made technical-to-management transitions in our sample. We also supplemented the interviews with: an analysis of internal documents (e.g., competency frameworks, management development curricula/plans) shared by INGOs; desk research focused on the literature pertaining to management and leadership development (written large and in relation to INGOs); and a study of websites and portals of relevant collective and organizational initiatives.

At the outset of our research, we sought to understand how INGOs supported staff who transitioned from technical roles to managerial roles, what competencies were required in order to make those transitions successful, what types of management development were most useful, and whether and how academic institutions might be a resource. As we examined these questions more closely in interviews, it became clear that staff who made technical-to-management transitions were not singled out by INGOs as a cohort requiring special attention, but rather integrated into broader management and leadership development programs and approaches. Given this reality, we sought to understand how INGOs (individually and collectively) address the challenge of developing strong managers and leaders, what some promising approaches in management and leadership development currently are, what lessons can be learned from past and ongoing experiences in management and leadership development, what challenges remain, and whether and how academic institutions might be a resource.

## THE BROADER LANDSCAPE

Prior to the last decade or two, managers in the larger and longer-established INGOs had usually worked their way up organizations, joining as junior field staff or technical staff and (over a period of years) learning, growing and being promoted to managerial positions. INGO staff often had long tenures in organizations; it was not unusual for staff to spend their entire careers in one organization. This landscape has changed dramatically. Given the growth in the NGO sector, the size of the workforce in humanitarian and development agencies has expanded significantly, more managers and experts are being hired from outside (rather than being promoted from within) and there is considerable mobility of staff among NGOs and other agencies (and consequently less loyalty to a single NGO). Especially among expatriate staff, turnover rates are very high. In one major INGO, for example, 50 percent of expatriate staff turn over each year. On the one hand, the prospect of short tenures can be a disincentive for investing in the development of staff. On the other hand, organizations recognize that better management and better systems for career development could help retain good staff for longer periods.

As INGOs have grown larger and more professional, many of them have developed systems, policies and training programs to build management skills and capacities to better support their work. As their work has grown more complex – typically, the ambitions of INGOs have expanded from improving the lives of individuals and families to fostering change in communities across the world – INGOs have felt the need for staff to have new and deeper skill sets, and to be more effective managers and leaders. Given the size and geographic spread of their organizations, INGOs have responded with a combination of strategies, including developing competency frameworks, implementing performance apprais-

als, instituting coaching and mentoring programs, facilitating experiential learning opportunities, engaging in talent management processes, and thinking more systematically about career paths and succession management.

At the broadest level, there is little consensus on what core competencies are deemed necessary to work as a professional in either the humanitarian or development field, and there is no unified system of professional development or certification. A study on professionalizing the humanitarian sector, published in 2010, found that 90 percent of survey respondents (individuals who work in the humanitarian field) wished to see professionalization become a reality.<sup>2</sup> The paper proposes the building of a humanitarian profession, which would encompass defining a set of core competencies for the profession, developing a certification system, building an apprenticeship process, establishing a professional association, and creating an accreditation and accountability system. While there is substantial momentum behind the idea of professionalization, there are also concerns about whether that is indeed feasible, and whether the real challenge is to help individuals in other professions (e.g., medicine, engineering, logistics, nutrition) to function effectively and accountably in complex humanitarian contexts.

Over the years, humanitarian and development organizations have developed joint projects and established networks that help to build management capacity and support good leadership practices across their sector. This section describes a handful of such initiatives.

**People in Aid** | Established in 1995 by organizations in the humanitarian and development sector, People in Aid is a nonprofit organization in

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2 Walker, Peter and Catherine Russ, Professionalizing the Humanitarian Sector: A Scoping Study, April 2010.

its own right. It has four strategic priorities: (1) *advocating good practice* (developing evidence to demonstrate how good people management enhances organizational effectiveness); (2) *stimulating and facilitating learning* (creating opportunities for organizations to learn how to improve human resources systems, policies and practice); (3) *strengthening capacity* (equipping organizations with tools to strengthen their people management capacity); and (4) *recognizing achievement* (certifying improvements and achievements in human resources management). People in Aid works in these areas by producing research, preparing case studies, holding training workshops, benchmarking good practices, certifying compliance with its Code of Good Practice, and facilitating networking among human resources staffs. More than 100 humanitarian and development organizations (mostly INGOs) are members of People in Aid, and use People in Aid toolkits, handbooks and policy guidelines as sources of ideas and expertise.

**LINGOs (Learning in NGOs)** | LINGOs is a consortium of more than 55 international humanitarian, development, conservation and social justice NGOs that share learning resources. Established in 2005, LINGOs operates a Learning Management System that contains hundreds of courses on finance, leadership and management development, information technology, project management, staff safety and security, and other topics. For example, PMD-Pro is a three-level certification for project managers working in international development contexts. LINGOs serves as a focal point for corporations that want to assist the NGO sector with software, course material or services, but want to see their contributions leveraged across many organiza-

tions. LINGOs partners with training providers such as eCornell and the Harvard Management Mentor Program to bring content to its members.<sup>3</sup> There are three levels of membership in LINGOs, each associated with specific benefits. The cost of membership ranges from annual dues of \$22,000 for enterprise membership for large INGOs to annual dues of \$4,300 for small NGOs.<sup>4</sup> LINGOs membership has given NGOs access to a broad variety of content to help build technical and management skills at a relatively low cost; access to content only requires a computer and internet access.

**InsideNGO** | InsideNGO is a member-based organization that seeks to strengthen core professionals and foster leadership, mainly in U.S.-based INGOs. Members share policies, procedures, tools and resources – and access training – through a range of services including workshops, roundtables, listservs and a resource library. Membership in InsideNGO can benefit staff in finance, human resources, information technology, grants, contracts and legal departments. INGO staff can join special interest groups in areas such as staff development, internal audit, staff safety and security, and young professionals. InsideNGO also conducts surveys that provide important benchmark data that member NGOs can access.<sup>5</sup> For example, InsideNGO has, for the past 30 years, conducted an annual survey of U.S. headquarters salaries and benefits for NGOs and foundations involved in international humanitarian and development work; it now surveys local staff compensation and benefits in more than 20 countries.

3 <http://ngolearning.org/courses/availablecourses/default.aspx>. Accessed June 14, 2011.

4 <http://ngolearning.org/aboutlingos/membership/default.aspx>. Accessed June 14, 2011.

5 <http://www.insidengo.org/surveys.htm>. Accessed June 23, 2011.



### The Emergency Capacity Building (ECB)

**Project** | Collaborative efforts like the ECB project seek to address weaknesses in capacity (including management capacity) in humanitarian NGOs. The ECB Project was established in 2003 when the Emergency Directors of the seven largest INGOs active in emergency preparedness and response began to discuss shared challenges.<sup>6</sup> A systematic analysis that followed identified three key constraints to effective responses in emergencies: (1) *staff capacity* (better trained, more rapidly deployed staff); (2) *accountability and impact measurement* (enhanced accountability to people affected by emergencies); and (3) *disaster risk reduction* (help for communities to reduce vulnerability to disasters).<sup>7</sup> The ECB project has helped participating INGOs to improve their practices in recruiting, retaining, developing and deploying skilled staff. Major outputs of the ECB project in relation to staff capacity include a practical toolkit to help build trust in diverse teams, simulations to train staff for emergencies, exchange visits between professionals at head-quarters and field offices, and metrics to gauge staff capacity. The ECB project's emphasis on practical, easily-implementable solutions is reflected in *The Good Enough Guide* (available in nine languages) which gives NGO practitioners and managers a set of basic guidelines on how to be accountable to local people and measure program impact in emergency situations.<sup>8</sup>

**Active Learning Network for Accountability and Performance (ALNAP)** | ALNAP was established in 1997, following a multi-agency

evaluation of the response to the Rwanda genocide, to improve humanitarian performance through enhanced learning and accountability.<sup>9</sup> ALNAP is a network that includes INGOs, donors, UN agencies, the Red Cross and Red Crescent, and academics. Its 2010 *State of the Humanitarian System* report highlighted leadership as the most significant challenge facing the humanitarian sector today.<sup>10</sup> To address that critical gap, ALNAP created a joint initiative with People in Aid, the Humanitarian Futures Program and the Disaster Resilience Leadership Academy at Tulane University to systematically explore and improve leadership in the humanitarian sector. This collaborative research effort will look at the inter-related areas of operational leadership, strategic leadership, transformational leadership and organizational change, and leading people. An early study<sup>11</sup> emerging from this effort aims to better understand (through a set of case studies) what effective leadership looks like and ways it can be fostered. This study finds that relational skills (including networking, listening, facilitating and negotiating across boundaries) and political acumen are key aspects of effective humanitarian leadership, although humanitarian organizations appear to value technical expertise at the expense of people and relationship skills. It also warns of the “growing tendency toward risk aversion in the sector... which is resulting in a stifling culture of compliance...” that tends to shape leaders' behavior.<sup>12</sup> The study points to the need for organizations – and the humanitarian system as a whole – to create a context in which

6 The ECB Project, now in its second phase, consists of six of the original seven members: CARE, Catholic Relief Services, Mercy Corps, Oxfam, Save the Children and World Vision.

7 <http://www.ecbproject.org/StaffCapacity>. Accessed June 14, 2011.

8 <http://www.ecbproject.org/Pool/good-enough-guide-book-en.pdf>. Accessed June 14, 2011.

9 <http://www.alnap.org/about.aspx>. Accessed August 8, 2011.

10 Harvey, Paul et al, *The State of the Humanitarian System: Assessing Performance and Progress*, ALNAP, 2010, p. 49.

11 Buchanan-Smith, Margie and Kim Scriven, *Leadership in Action: Leading Effectively in Humanitarian Operations*, ALNAP, 2011.

12 Ibid, p. 9.

operational leaders and teams can be effective (including rewarding well-considered risk-taking).

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*“Humanitarian leaders need to resolve multiple, often paradoxical pressures – to act quickly, to be effective as possible, to be impartial and accountable... often on the basis of incomplete or anecdotal information and in the face of immense logistical and often political challenges.”*

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## THE ORGANIZATIONAL CONTEXT

In addition to the various collective efforts focused on enhancing professionalization, developing management capacity and improving leadership, individual INGOs have also pursued their own approaches to improving management and leadership in their organizations. Given their idealistic origins and strong mission orientation, not all INGOs have organizational cultures that are inherently supportive of management. Particularly in organizations that think of themselves as volunteer-led or activist-oriented, management may be associated with a “corporate” way of working; and the perception of management may be conflated with bureaucracy, compliance and constraints. However, most INGOs recognize management as an important ingredient of a well-functioning workplace and are quite comfortable using management concepts and terminology. Several INGOs conduct regular climate surveys which provide staff an opportunity to express their feelings on various aspects of the workplace, including management behaviors and practices. Whether organizations embrace or resist management concepts, management approaches seem to work best when they are contextualized

to fit the needs and culture of each organization. When this contextualization does not happen and corporate management “best practices” are imported directly into INGOs, they risk dampening motivation, stifling innovation and breeding cynicism.

INGOs typically combine outside “expert” resources with in-house design and delivery to provide training and skill-building at a scale and cost that is appropriate for their particular organization. The competency frameworks that many INGOs have adopted generally identify a variety of technical and management competencies, ranging from problem analysis, project management, budgeting, negotiation, conflict management, team building and communications. Job descriptions typically list the particular competencies that are required for specific positions and help set expectations for job performance, which are revisited through the performance appraisal process. Many INGOs provide staff with training and professional development opportunities related to essential competencies: these range from in-house workshops to online eLearning platforms, and from experiential learning assignments to coaching and mentoring. In some INGOs, these types of efforts are part of a deliberate strategy

### INGO E-LEARNING PLATFORMS

CARE Academy  
[www.careacademy.org](http://www.careacademy.org)

Habitat Learns  
[www.habitatlearns.org](http://www.habitatlearns.org)

LEARN at Save  
[learn.savechildren.org](http://learn.savechildren.org)

WV University  
[wvlearning.org](http://wvlearning.org)

that is prioritized and resourced by the organization; in others, they are *ad hoc* and may be offered in some parts of the organization and not others (particularly in organizations that are far-flung and decentralized).

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*“We have never put anything in place that helps in the transition from technical to managerial... We don’t have a volume of [such] transitioners. We have so few resources and you have to be selective as far as where you’re putting your time and money.”*

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Staff who are transitioning from technical positions (where they are responsible primarily for their own performance) to managerial roles (where they are responsible for the collective performance of a group) generally have access to the management-related training and coaching available in their organizations. Some of this may be generic training available to all managers, but more and more organizations are investing in coaching strategies that are tailored to the particular needs and challenges of each manager. Our inquiry indicates that few INGOs either think of staff making technical-to-managerial transitions as having unique needs (that other mid-level managers do not have) or can afford to tailor efforts to this particular segment of staff. Many INGOs, rather than focusing special attention on people who transition into management from technical roles, state their commitment to preparing and developing good managers at all levels; they also acknowledge that staff typically make a series of transitions as their careers progress and should be equipped to make each of those transitions successfully.

Increasingly, organizations have sought to develop

leaders at all levels<sup>13</sup> and have recognized that individuals do not need to have management responsibility in order to be leaders. In some organizations, the terms “management” and “leadership” are used interchangeably, and management development and leadership development approaches run together. In other organizations, the emphasis on leadership and entrepreneurialism may come at the expense of developing solid management capacity, and management may be perceived as bureaucratic or constraining. However, many organizations hold the management and leadership concepts together comfortably, pointing out that both are critical for healthy, dynamic organizations, and that drawing too many distinctions between the two concepts is a red herring.

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*“Historically, we have disparaged managers and exalted leaders... so we have a lot of innovators and no maintainers”*

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The culture and ethos of each organization is a critical factor in whether and how management is prioritized, how management development is advanced and resourced, and how managers are recruited, trained and supported. In Médecins Sans Frontières (MSF), which still retains the independent spirit of an association of volunteers, the concept of management may still be associated with corporatization. At the same time, feedback from field staff has underscored the need for better management, and the organization has responded by developing management training tools and programs that are designed to enhance the effectiveness of the organization’s operations in the field while

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13 Leadership and Talent Development in International Humanitarian and Development Organizations, Center for Creative Leadership & People in Aid, 2010.

retaining the independent spirit of MSF that inspires staff and makes the organization distinctive. In many INGOs, although good management is valued in the formal sense, it is still the project management and technical work that is thought of as “real work”; typical management tasks like orienting and coaching staff, providing feedback, or supporting staff development are implicitly considered secondary. Given this context, senior INGO managers often feel that they “don’t have time” for such management activities.

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*“... then they get promoted right out of their competency set.”*

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In the culture of many INGOs, becoming a manager is the reward for high performance. The only way to make progress career-wise seems to be to move upward in the organization through the management route. Especially for technical experts, there is often a ceiling on an organization’s ability to reward excellence through financial compensation. Therefore, staff who want to develop their careers and be compensated better have few options other than to transition into a management role. This can create incentives for staff who are not genuinely interested in management (and may not have the competencies required for management) to take on management roles. Many organizations have traditionally assumed that individuals who perform strongly in technical roles will also excel in management roles and should be rewarded with increasing responsibility and recognition. Having learned the hard way that this assumption can be wrong, organizations have adopted competency frameworks and integrated competencies into performance appraisals so that they can assess not only the results people deliver but also how they deliver them. The “how” is often a good indicator of whether or not an

individual has the competencies required to be a good manager and leader.

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*“If you don’t go into management, you are stuck.”*

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Just as the organizational cultures of INGOs vary, so do their structures. Some INGOs are highly decentralized and country offices have considerable autonomy. Other INGOs are more centralized and have systems to ensure that country offices adhere to policies and practices that are established by headquarters. Still others have suffered from either excessive decentralization or centralization, and are trying to find a better balance. Many INGOs, including CARE, Oxfam, Save the Children, Médecins Sans Frontières and World Vision, are made up of member or affiliate organizations who, in turn, organize themselves into a confederation, federation or association. In these INGOs, each member or affiliate may have its own attitude and approach to management – and its own organizational ethos – and there may even be contradictions in these approaches within a confederation or federation. While these structural and cultural features of INGOs might make the work of management and leadership development even more challenging, they can also open up space for interesting innovations in management and leadership practice and training.

## PROMISING APPROACHES AND PRACTICES

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Regardless of the differences in organizational context across INGOs, almost every INGO has invested resources and attention in identifying management and leadership competencies and improving management and leadership capacity. This section of the paper explores a variety of

approaches that INGOs have taken and highlights promising practices that others can draw from.

**Catholic Relief Services: Contemporary Management Practices course** | Like most other INGOs, Catholic Relief Services<sup>14</sup> (CRS) has a culture of “doing” which makes it challenging for managers to carve out adequate time for management. Climate surveys and exit interviews have shown that management issues (particularly inconsistencies across managers) are a key reason why people leave the organization or are unsatisfied with their jobs. Against this backdrop, CRS is trying to bring consistency and clear expectations to the practice of management across the organization. For the past 11 years, CRS has conducted a five-day, in-person Contemporary Management Practices course (led by an external trainer) that has become the standard for all managers. The course has evolved based on the organization’s learning and experience with management development. Particularly for staff who are new to management positions, this course helps establish a shared vocabulary and clear expectations of individuals who hold managerial responsibilities. The first day of the course examines the roles, responsibilities and behaviors that are expected of a manager, and discusses the pros and cons of various management styles. The second day delves into communications styles and practices, particularly how managers sell ideas, resolve conflicts and solve problems through interpersonal skill. The third day helps managers organize themselves and their work, providing guidance on establishing priorities, facilitating efficient meetings and dealing with competing demands. The fourth day is focused on recruiting the right staff, and the final day is devoted to enhancing the performance of

staff. The course is highly interactive and integrates role plays, simulations, case studies and group discussion. The Contemporary Management Practices course is complemented by an array of resources, tools and tips available at CRS’ New Supervisor Support and Development website. In addition, the CRSlearns platform offers a variety of professional development opportunities, including access to certification programs via eCornell (given CRS’ membership in LINGOs), and tools to prepare career plans.

**Médecins Sans Frontières: Introduction to Field Management course** | Ongoing feedback from MSF<sup>15</sup> field staff indicated that poor management skills (either their own or their supervisors’) were one of the major challenges of their assignment. In addition, a human resources survey conducted in 2007 indicated that poor management was a major reason for field staff’s dissatisfaction with their assignments. The Introduction to Field Management course, piloted

### MSF COURSE MODULES

1. Essential MSF
2. Writing job descriptions
3. Interviewing for your team
4. Orienting new team members
5. Delivering reviews (evaluations)
6. Activity management and time management
7. Assigning tasks to your team
8. Managing meetings
9. Coaching your team

14 Founded in 1943 by the Catholic Bishops of the United States, Catholic Relief Services now works in more than 100 countries as the official Catholic international humanitarian agency of the U.S. Catholic community.

15 Founded in 1971, Médecins Sans Frontières (MSF) works in nearly 60 countries to provide humanitarian aid, mainly medical assistance. MSF is a network of 19 national associations made up of current and former field staff.

at an introductory level in order to have the broadest reach, was a response to such feedback. Designed in-house, the course is targeted to expatriate and national staff in both medical and non-medical positions, and the intent is to build practical skills that could be put to use immediately in project settings. The course is designed to require minimal training materials – a facilitator with access to a laptop, projector and small “toolbox” of materials can deliver the course in a remote field location, if necessary. Following an active learning approach, each course module references common project situations and field experiences. This training can be provided in English or French, and costs the organization approximately EUR 200-300 per participant.

#### **ChildFund International: Building Support for Management and Leadership Development |**

When a Vice President of People and Culture was appointed and programs were rolled out to build the capacity of managers and leaders, ChildFund International<sup>16</sup> wanted to ensure that this approach was not (and was not seen as) head-quarters-centric. Thus, the approach has been to work in close partnership with leadership in the field to ensure that country offices benefit from hosting signature leadership development programs (such as the Building Leaders Program). The facilitation team delivers a targeted one-day program with the country office senior management team (SMT) prior to commencing the six-day signature leadership development event. The country office SMT’s real-time challenges or initiatives are then incorporated into some simulations and the participants make presentations to (and obtain feedback from) the country office SMT at the end of the program. Graduates of these programs are encouraged to schedule

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16 Founded in 1938 in the wake of the second Sino-Japanese war, ChildFund International (formerly the Christian Children’s Fund) now works in 31 countries with an approach built on child sponsorship.

time with the CEO or Executive Vice Presidents to share their experiences from the program. Direct supervisors of these graduates are provided with a kit to help provide continuous support on learning goals, in partnership with an assigned coach. Further, an annual corporate planning workshop has been combined with a leadership development initiative to enable an action learning environment with “in the moment” coaching for leaders. This strategy of embedding management and leadership development in already-planned events and already-prioritized issues – and the ongoing building of internal constituencies of support for management and leadership development – have helped to produce a “multiplier effect.”

#### **Save the Children: Leadership Development Program & Senior Management Development Program |**

Recognizing the greater competition for competent leaders and managers, and its own ambitious organizational change agenda, Save the Children<sup>17</sup> has embarked on a parallel set of programs to train key leaders and senior managers with five key leadership competencies in mind. The Leadership Development Program (LDP) targets staff at the executive level and the Senior Management Development Program (SMDP) targets senior managers. Both programs blend theory-based training sessions and expert speakers with experiential learning assignments in a five-and-a-half day span. Participants in both programs have a 360-degree assessment prior to the training, which helps participants produce a development plan and matches them with an executive coach who helps with specific challenges. Both programs include simulations based on real cases related to each of the five leadership competencies, and a small group project is presented to a group of senior

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17 Founded in 1919, Save the Children is made up of 29 national organizations who, together, work to improve the lives of children in more than 120 countries.



leaders at the end of the week. Twelve prior participants of the LDP and SMDP serve as facilitators and coaches, providing one-on-one and group feedback throughout the week. This is an additional development opportunity for prior participants and offers peer coaching to current participants. Each participant is given the opportunity to be matched up with a professional executive coach for a period of 6-12 months. The coaching relationship is ideally one or two hour-long sessions per month focused on the participant's development plan and reinforcing selected leadership competencies to be applied to specific on-the-job challenges. The organization has, over the past two years, attracted a cadre of some 35 executive coaches who offer their services to Save the Children on a *pro bono* basis. To address the real risk of staff getting caught up in their day-to-day work and failing to keep coaching appointments, emphasis is now being placed on supervisor involvement to ensure that LDP and SMDP participants are provided the necessary space and support to put their learning into action.

### KEY LEADERSHIP COMPETENCIES

1. Building High Performance Teams
2. Communicating Vision & Strategic Purpose
3. Delivery of Results
4. Managerial Courage
5. External Orientation

### ActionAid International: Women Leadership Development program

| Various parts of the ActionAid International federation have invested in management and leadership training over the years, but the organization has not had a shared

approach or curriculum.<sup>18</sup> Most management and leadership development interventions have been led by country offices. However, over the past five years, the Women Leadership Development (WLD) program has been systematically advanced – mirroring the organization's broader commitment to upholding women's rights as critical to helping end poverty – in order to create a pool of women leaders prepared for senior management positions and to support women newly in management positions. In 2006, WLD was conceived mainly as a training process, but it evolved over time to add a mentorship and coaching component. Given the complexity of positioning women for senior leadership positions in a field of work that is typically rife with the networks and invisible power hierarchies of an “old boy's club”, a one-week training program was evaluated as inadequate. The content was well received; however, the organizational follow-up was not sufficiently integrated with the program. In 2010, ActionAid International launched a broader version of WLD (facilitated by a regional training provider, a Pan-African NGO focused on women's leadership development) that spans 14 months and includes two in-person training programs, ongoing coaching and mentorship support, and organizational projects focused on action learning. The engagement of line managers and the creation of a network of program participants has become a key design feature, combined with sponsorship by senior leaders and accountability to an internal Women's Rights Forum, which monitors program outcomes and provides support to emerging women leaders.

18 Founded in 1972, ActionAid International fights against poverty and injustice by helping people claim their rights. ActionAid works in more than 40 countries and is based in Johannesburg, South Africa.

### **Mercy Corps and Portland State University: Entrepreneurial Leaders Program |**

Combining elements of management and leadership, this one-year program designed by Mercy Corps<sup>19</sup> and Portland State University's (PSU) MBA+ program<sup>20</sup> seeks to be a transformative experience that develops the entrepreneurial and business skills of humanitarian and development staff. It combines theory and practice, and on-site and online instruction from PSU's School of Business faculty. Upon completion of the program, participants receive a certificate from PSU. The core curriculum is taught during two in-residence sessions that run two-and-a-half weeks each; in addition to the in-residence sessions, participants engage in online group discussions and work assignments. In addition to the core curriculum, participants also engage in a day-long emergency simulation, which allows them to apply their new knowledge and skills in the context of an emergency response. Two cohorts (in 2009 and 2010) have participated in the Entrepreneurial

#### **CURRICULUM TOPICS**

1. Financial management
2. Business operations
3. Project management
4. Critical thinking and problem solving
5. Strategy development and innovation
6. Leadership effectiveness

19 Founded in 1979 to help Cambodian refugees fleeing war and genocide, Mercy Corps now works in 36 countries advancing a strategy of community-led, market-driven programs.

20 <http://www.mercycorps.org/elp>. Accessed June 16, 2011.

Leaders Program and a third cohort is currently in the program. The program is targeted to national staff in Mercy Corps' country offices, and some 2009 graduates of the program have gone on to take increasing management responsibility in their country offices or become expatriate staff in other country offices.

### **World Vision U.S.: Leadership Development and Coaching Program |**

Being a federation of affiliate organizations, the various members of World Vision International<sup>21</sup> have high levels of autonomy and have pursued their own paths to developing managers. Recognizing the need for some uniformity in how competencies are approached, heads of Human Resources departments in several World Vision affiliates have come together to find common ground among their approaches. As a result, a few clusters of competencies have been identified and the process of integrating competencies into job descriptions and performance reviews has begun. This was a significant paradigm shift in an organization where people were accustomed to being assessed only on the basis of their outputs and results. A competency-based approach assessed people not only on what they got done but how they got it done. Alongside this approach, World Vision U.S. has also introduced a Leadership Development and Coaching Program that equips managers with the tools and coaching to be successful. The program seeks to build capacity in the areas of driving strategy, achieving results, developing people, building relationships, managing change and (given World Vision's Christian character) faith at work. The program uses an array of assessment tools (including the Birkman method and Job-Person-Environment assessments) to help people understand their

21 Founded in 1950, World Vision has more than 40,000 staff in nearly 100 countries. It serves the poor in nations as culturally diverse as the United States, India, Sudan and North Korea.



leadership styles, behaviors and capabilities. Participants in the program receive one-on-one coaching and on-site executive leadership training on subjects like team building, time management and process design.

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*“When we moved to a competency model, it was truly a cultural shift that didn’t go down easily but I think we are on the other side of it now.”*

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### CARE: Transformational Leadership Program in the West Africa region |

Over the past decade, CARE USA<sup>22</sup> has built a set of systems (e.g., competency-based recruitment, performance evaluation with 360 degree feedback, talent management) and a suite of programs (e.g., eLearning platform, gender and diversity training, leadership development programs) to enhance people management and leadership. As its work in management and leadership development has evolved, CARE has moved away from headquarters-run training programs and focused on efforts tailored to the particular needs and challenges of various groups of managers. The Transformational Leadership Program in the West Africa region is one such example. In this case, the Regional Director of the West Africa Regional Management Unit sought to embark on a “journey” of action learning and peer coaching with CARE’s country directors and assistant country directors in West Africa. The purpose is to improve people management skills of senior leaders of country offices and to build a foundation of trust and cohesion that helps West Africa country offices to succeed as a team. Part of the transformational leadership “journey” is a

workshop on emotional intelligence which focuses on self-awareness, empathy and relationships. Participants formulate personal development plans, and receive coaching and feedback, and the Regional Director regularly emphasizes the importance of putting the newly-acquired management and leadership skills into action.

## COMMON THREADS AND EMERGING CHALLENGES

Our interviews and secondary research indicate no shortage of activity in management and leadership development within and among INGOs. These organizations have their own specific cultures, varying investments in management and leadership development, and diverse workforces. INGO approaches to management and leadership development seem to fall into the following categories. Organizations sometimes move across these categories; indeed, in large and geographically dispersed INGOs, some parts of the organization might be in one category while other parts are in other categories.

- *Ripening* – the organization is beginning to recognize the importance of management and leadership, stimulated mainly by having to confront the cost of poor management and leadership (in terms of organizational effectiveness, staff morale, high turnover, etc.)
- *Authorized* – the organization’s leaders have emphasized the importance of good management and leadership, and have identified management and leadership development as a priority, but while progress is being made, there is still a gap between stated goals and implementation
- *Integrated* – support and accountability for good management and leadership is woven into the fabric of the organization, and good management and leadership is widely understood to be essential to organizational effectiveness

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22 Founded in the aftermath of World War II, CARE USA is the largest member of the CARE International confederation which has more than 12,000 staff in over 70 countries.

Regardless of which category INGOs might inhabit at any particular moment, a handful of factors seem to influence both the discourse and the practice of management and leadership development in INGOs. When these factors are optimized, INGOs seem to be able to advance management and leadership development efforts that retain high-performing staff and strengthen the effectiveness of the organization. These factors are:

- *Culture* – If management and leadership development approaches can mesh well with an organization’s culture, there will be openness (and even excitement) about more systematically developing managers and leaders. If an organization’s culture resists management and sees it as something that can corrupt the organization’s ethos (rather than something that can enhance its effectiveness), advancing effective management can be an uphill battle. Likewise, if leadership development programs are implemented but the organization’s culture does not provide space for leaders to take risks or be decisive, cultivating effective leadership can be difficult. Often, an iterative process of trying out and adapting management and leadership development approaches can find the right “fit” for an organization’s culture, or help reshape the organization’s culture to better support effective management and leadership.
- *Resources* – While the investment of financial resources for management and leadership development is important, the mobilization of high-quality technical resources (both internal and external) is equally vital to support management and leadership development strategies. Save the Children’s cadre of *pro bono* executive coaches is a good example. Given the business models of INGOs and the constant pressure to reduce overhead (and activities funded by overhead), funds for management and leadership development typically compete with other organizational priorities. Funding agencies

typically prefer to support the strengthening of technical skills associated with their issue of interest (e.g., health, education, agriculture) rather than strengthening management and leadership skills more broadly. Particularly, in times of economic recession, INGOs are often faced with a drop in unrestricted funds which further limits activities like management and leadership development that are typically supported by unrestricted funds.

- *Champions* – The support of both senior leaders and internal champions is critical in making management and leadership development a priority in organizations that are typically over-stretched and under-resourced. Members of boards of directors can also be valuable champions of management and leadership development, and can be influential in endorsing the principle that these activities are sufficiently strategic as to support them with unrestricted, endowment or net assets funds. Resourceful internal champions can make important progress even in the absence of significant funding. ChildFund International’s approach of encouraging graduates of management and leadership development programs to report back to the CEO or EVPs on what they learned, and ActionAid International’s move to make implementation of the Women Development Program accountable to an internal Women’s Rights Forum are both interesting examples of building a broader base of champions (beyond human resources staff) for this work. As one interviewee put it, “getting human resources out of the way” and emphasizing program ownership and leadership can be an important factor.
- *Timing* – The time needs to be ripe for management and leadership development to genuinely be prioritized. This element of timing might relate to factors such as an organization’s shift in strategy demanding serious investment in staff capacity development, a sense of urgency from having suffered a recent management or

leadership meltdown, or climate survey results indicating staff dissatisfaction with managers' performance.

Since many "best practices" in management come from the private sector, INGOs often draw from private sector training providers or consultants to design and deliver management development initiatives. It is also not uncommon for leaders of human resources or organizational development functions in INGOs to be filled by individuals with a history of work experience in the private sector; in fact, in several cases, CEOs of INGOs have transitioned from the private sector.<sup>23</sup> INGOs constantly face the challenge of contextualizing the management-related concepts and practices that come from the private sector to the specific context, culture and realities of their organizations. If this contextualization does not happen, these concepts and practices may be rejected; and, if adopted without contextualization, they are likely to stifle innovation, dampen motivation and constrain flexibility. INGO leaders have to walk a fine line to find the right fit between externally-sourced and internally-developed ideas, and between existing best practices and the organization's culture. In addition to contextualizing, several INGOs have made good progress in developing homegrown methods of delivering training to large numbers of staff dispersed in dozens of countries. Many INGO programs have been designed to be self-taught or to be delivered without the facilitation of a headquarters staffer. Oxfam's Pick Up & Go packs<sup>24</sup> and MSF's Introduction to Field Management course are good examples.

23 This increasingly common phenomenon is described in the book *From Success to Significance*, which describes the movement of people who want the second half of their lives to have more meaning and significance in terms of societal contribution.

24 <http://www.peopleinaid.org/pool/files/pubs/pickup-and-go.pdf>. Accessed August 17, 2011.

The challenge of developing managers and leaders sits within several other challenges that INGOs face. One of the most difficult challenges is the tension between national staff and expatriate staff in terms of inequities in their respective pay structures, access to internal networks and professional development opportunities, and ability to move on to more desirable assignments. National staff are a major part of the talent pool that each INGO has and they should be a critical part of the pool from which senior managers and leaders are drawn. Yet, national staff often have less access to management and leadership development opportunities due to language, cost and travel (including visa) constraints. INGOs are grappling with how best to make management and leadership development opportunities accessible to national staff in order to help them do their jobs better and position them to take on increased responsibilities in their country and beyond. While some progress is being made, it is still largely inadequate.

INGOs tend to hire mostly for expertise (education and experience), but often the "softer" skills (e.g., emotional intelligence, problem solving, facilitation of processes, building relationships), along with a grounding in core values and guiding principles, are essential to being a good manager and leader. The recruitment culture and practice of INGOs has not caught up with this reality, and organizations still tend to be risk-averse with respect to hiring (privileging years of experience and "harder" skills). In addition, promotions to managerial positions within INGOs tend to be more associated with access to informal networks, taking on visible assignments and making one's voice heard than with systematic assessment of individuals' competencies and aspirations.

Although all INGOs recognize that event-based

training is insufficient in terms of developing managers and leaders, many INGOs still neglect to provide the ongoing support and coaching required for managers and leaders to be effective. Many INGOs have recognized the importance of coaching and of tailoring of management and leadership training to the particular needs of specific individuals or groups. They have also recognized that training programs must be accompanied by opportunities to apply newly-acquired skills and by accountability mechanisms to ensure management and leadership performance. If good management and leadership are to take root throughout the organization, INGOs must also establish systems, structures and expectations to support them. Managers and leaders must be held accountable for their performance on a continuous basis. If this does not happen, the investment in management and leadership development may be undermined, and staff cynicism and dissatisfaction may impede organizational effectiveness.

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*“Becoming a country director is the pinnacle of achievement. You have arrived. Now, you are on your own.”*

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Many INGOs feel like they have “the basics” in place in relation to management and leadership development. However, they almost universally acknowledge that their organizations are ill prepared to ensure that senior managers (particularly country directors) have the competencies and support required to lead, manage and represent their organization in increasingly complex environments. Being country director of an INGO today does not mean only overseeing an office that implements well-run projects and has a healthy pipeline of funding. Country directors today must represent their organization to a diverse suite of political,

military, corporate, celebrity and media actors; must be excellent communicators, negotiators, brokers and facilitators; must create space for innovation while ensuring compliance with an array of internal protocols and external rules; and must be able to project a compelling vision, make strategic decisions and solve complex problems. Especially in decentralized organizations, country offices have traditionally been perceived as small “empires.” This has translated into country directors being placed on a very high pedestal. The implication of this, even in INGOs that have undergone considerable cultural change, is that country directors may feel uncomfortable asking for support or training (fearing that this would be seen as a sign of weakness or incompetence). Therefore, the onus is on INGOs to find better ways to prepare and support country directors to lead their organizations’ work in increasingly complex settings.

## LESSONS LEARNED AND PRIORITIES FOR THE FUTURE

This paper has examined how INGOs think about and engage in developing managers and leaders, and has tried to unpack why that is sometimes more difficult and complex than it appears. Both INGO practitioners and external actors engaged in management and leadership development can draw the following lessons (which also point to interesting directions for the future) from these experiences.

### 1 | Contextualize best practices

INGOs must be strategic about management and leadership development. They must align their approaches to management and leadership with their organization’s strategies, culture, goals and theories of change – and not with what highly-regarded consulting firms or training providers may offer as best practice. Careful contextualization of external ideas to the organization’s culture

and approaches is essential. If ideas are not appropriately contextualized, many staff will respond with a “you don’t really understand us” attitude – and may even reject ideas that can be easily adapted to INGOs. Academic institutions and training providers must be sensitive to the distinctive contexts and cultures of each INGO, and seek to adapt their offerings to be relevant to each INGO.

## 2 | Encourage internal champions

Thoughtful, persistent internal champions of management and leadership development are essential. Having such people in key positions has helped some INGOs make great strides without major initial investments. Some of these people follow a low-cost, low-key “first build it and the support will follow” approach, and are deliberate about empowering graduates of management development programs to become internal champions and help improve future programs. More opportunities for internal champions to learn from each other – and share experiences and challenges across INGOs – would be useful.

## 3 | Build an Enabling Environment

Management and leadership development efforts must be complemented by a work environment and set of incentives that, on a day-to-day basis, encourages effective management and leadership (and ensures accountability for poor management and leadership). Often, INGOs invest in event-based training (which is increasingly accompanied by coaching and experiential opportunities) but fail to provide the day-to-day environment that enables effective management and leadership. Ensuring that women and individuals from minority groups have the opportunities to rise into management positions – and are provided an environment that helps them succeed – is an important part of this.

## 4 | Pay Attention to Timing

Staff are most receptive to management and leadership development investments at times when the benefits seem to outweigh the trade-offs made to prioritize such investments. For example, if a new organizational strategy emphasizes the need for a certain type of management or leadership capacity, or if a survey has shown that staff morale or retention is closely associated with management weaknesses, then staff are more easily persuaded that investment in management and leadership development is valuable. This buy-in and understanding is important in terms of creating an enabling environment for good management and leadership.

## 5 | Reach local staff

Many INGOs have tried to ensure that management and leadership training programs reach local staff. Country offices typically have the autonomy to partner with local experts and training providers on programs that are relevant and accessible in the appropriate languages and cultural settings. However, local staff are still at a disadvantage compared to expatriate staff in terms of the resources and training they can access. Many INGOs have built eLearning platforms to try and equalize the playing field, but there is a growing recognition that eLearning is like “reading a book” and needs to be complemented by a practical arena in which management and leadership competencies can be applied. Experiential learning assignments that can complement eLearning are a very useful reinforcement.

## 6 | Prepare Country Directors for Complexity

There is almost universal agreement that country director roles have changed dramatically over the past decade or so (given the increasing sophistication of INGOs’ work and the increasing complexity of the settings in which they work) and that the basket of skills and competencies

required is extremely demanding. A high level of adaptive capacity is required for leading and managing organizations in complexity. INGOs are struggling to find the right combination of training and coaching – and expectations and accountability – to equip country directors to be most effective. In addition, given the cultural context of country offices in INGOs (in which country directors have been powerful, “pinnacle” positions) country directors are often hesitant to seek support for fear of being perceived to be weak or incompetent. INGOs must continue to make progress toward changing this cultural context, and must work with academic institutions and training providers to design programs that address the particularly complex skill sets required at the country director level.

## 7 | Recruit for “Hard” and “Soft” Skills

Increasingly, INGOs are recruiting managers from the outside. This is natural given the increased mobility of staff among INGOs and the larger number of managerial positions available in INGOs. Attracting and recruiting individuals with the right set of skills and competencies are critical in terms of creating an effective organization. Job descriptions typically include experience, education and competencies, but hiring managers tend to privilege “hard” skills and experience over “soft” skills and competencies when making hiring decisions. In INGOs that receive significant funding from institutional donors, the personnel and compensation protocols of these donors also tend to reinforce the preference for “hard” skills. INGOs must find ways to rebalance this, especially given the importance of “soft” skills to the increasingly complex work of development and humanitarian response.

## 8 | Balance autonomy and “authorization”

Autonomy and decentralization within an organization can create space for innovative management and leadership development

approaches to emerge in far corners of the organizational system (far away from headquarters and sometimes with little knowledge on the part of headquarters). INGOs must balance “authorizing” management and leadership development in a formal way (so as to mobilize attention and resources), and allowing the latitude for innovations to be seeded throughout the organization. Having the capacity and acumen to identify such innovations so that other parts of the organization can draw inspiration from them is also important.

## 9 | Make space for lateral moves

If staff feel that the only way to make career progress is to take on a management position, then INGOs may end up having managers who lack the competencies or true desire to be good managers. Even if technical and management responsibilities can be combined, some of these people may resent not having adequate time for the technical element of the job, from which they may draw important intellectual stimulation and personal energy. They may also assume that the expertise that made them successful in their technical roles will also make them successful in their managerial or leadership roles. This is often a recipe for disaster. INGOs must make possible lateral moves (e.g., by using broadbanding<sup>25</sup> practices or creating “dual ladders”) for talented technical staff who do not have the competencies for management, so that they can be valued and rewarded.

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25 The concept of broadbanding was explored in the book *First, Break All the Rules: What the World's Greatest Managers Do Differently* by Marcus Buckingham and Curt Coffman (Simon & Schuster, 1999). Broader “bands” of salary grades allow employees to be rewarded financially for high performance without needing to climb up the hierarchy into management positions.



## 10 | Measure the Effectiveness of Investments

Metrics to track management development tend to focus on how many people were trained or how many courses were offered or taken. These are reasonable measures of outputs, but they are insufficient in terms of providing a sense of what the return of investment might be in terms of impact. INGOs should do more to obtain detailed qualitative feedback on how the programs were or were not valuable to participants (and their managers and supervisees), and should track the performance and paths of staff trained or coached to ascertain what impact (however qualitative) was generated.

## CONCLUSION

How best to develop managers and leaders is a challenge faced by organizations across sectors: nonprofit, corporate and government. How to help suitable staff in technical roles make successful transitions into management is an important sub-set of that challenge. Google recently conducted an extensive analysis of the characteristics of good managers in the company, and technical expertise ranked dead last among the top eight characteristics.<sup>26</sup> The behaviors that made people highly successful in their technical areas were not the behaviors that were critical for good managers. INGOs recognize this and try to address it by defining management and leadership competencies, recruiting and evaluating managers and leaders against those competencies, and implementing training and coaching programs (sometimes accompanied by experiential learning opportunities) to develop management and leadership skills. At best, these efforts are: contextualized to each organization's culture, approaches and needs; complemented by the right policies and incentives; and supported by a broad base of internal champions.

Our interviews and desk research shows no shortage of initiatives – both within individual organizations and across the sector – in the area of management and leadership development. Furthermore, the limits on the effectiveness of existing management and leadership development programs seem not (for the most part) to be related to the quality of the programs themselves but to the realities of organizational culture and accountability that impede good management and leadership on a day-to-day basis. Therefore, additional management and leadership development programs, in and of themselves, may not add distinctive value.

The most pressing unresolved issue emerging from the interviews is the inadequate preparation of country directors for the complexity of their responsibilities in a fast-evolving landscape. Interviews indicated that training and coaching efforts have not been able to keep up with the rapid escalation in the complexity of these positions. This may be an opportunity for an academic institution to develop curricula that combine skills like financial management oversight, facilitation, strategic decision making and communication with approaches like systems thinking, while at the same time, looking at the organizational level to recommend how best country directors can be guided, supported, networked and evaluated. While these curricula and recommendations must be tailored to the context of each organization, there could also be significant benefits to INGOs collaborating on such training and sustained follow-up (and to the humanitarian and development sectors as a whole). This could create networks of country-level leaders that are better prepared for the complexity of their jobs, better equipped to forge partnerships, and better positioned to move across organizations seamlessly. This type of collaborative effort could also make a more compelling argument for financial support, given the broad benefits.

26 Bryant, Adam, "Google's Quest to Build a Better Boss," The New York Times, March 12, 2011.

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## ANNEXES

### Original research questions

1. How do you currently train and develop your management staff?
  - a. Selection
  - b. Skills and/or competency framework
  - c. Training
2. How has this approach changed over the past decade?
  - a. What are the key lessons learned from previous experiences in management development?
  - b. What have been the opportunities and challenges (strategic, financial, capacity, internally and externally)?

3. Strategically what priority is given to management development in your organization?
  - a. Competing priorities
  - b. Financial investment
  - c. Collaborative efforts and donor funding for capacity building
4. What are the current needs and challenges in management development?
  - a. Priority areas (finance, human resources, leadership, communications, etc.)
  - b. Training methods (courses, workshops, simulations, mentoring, etc.)
  - c. Access (geographic, information, language, etc.)
5. What role do outside institutions play in management development?
  - a. Relevance and applicability
  - b. Challenges and gaps

### List of interviewees

1. Sadaffe Abid – Former CEO, Kashf Foundation
2. Stanley Arumugam – International Director, Human Resources & Organizational Development, ActionAid International
3. Peter Bell – Former President & CEO, CARE USA
4. Meg Burns – Director, Global Staff & Organizational Development, CARE USA
5. Nanette Cantrell – Vice President, Human Resources, CARE USA
6. Kirsten Clark – Director, Global Workforce Learning & Development, Save the Children U.S.
7. Rodney Davis – Vice President & Chief Human Resources Officer, Save the Children U.S.
8. Barbara Hopland – Senior Global Human Resources Generalist, Oxfam America



9. Nick Lawson – Director, Field Human Resources, Médecins Sans Frontières USA
10. Mignon Mazique – Executive Counselor, Leadership & Organizational Effectiveness, Mercy Corps
11. Lawrence Michel – Vice President, Center for Leadership and Management, Management Sciences for Health
12. Barbara Murphy-Warrington – Former Senior Vice President, Human Resources, CARE USA
13. David Palasits – Director, Human Resources, Catholic Relief Services
14. Nigel Pont – Middle East Regional Director, Mercy Corps
15. Julie Regnier – Senior Vice President, Human Resources, World Vision U.S.
16. Ramesh Singh – Former Chief Executive, ActionAid International
17. Connie Steward – Senior Vice President, Human Resources, Learning Systems & Organizational Development, Habitat for Humanity International
18. Ylva Jonsson Strömberg – Country Director, ActionAid International Sweden
19. Diane Willis – Vice President, People and Culture, ChildFund International